

PA Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

Shift 1: Balancing Informational and Literary Text

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world- science, social studies, the arts, and literature. At least 50% of what students read is informational.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> • Use variety of texts from our leveled book rooms • Begin to choose more non-fiction to meet teacher expectations • Students understand purpose for balancing fiction vs. informational text • Understand the purpose / structure of varied genres • Recognize that reading NF can create a student that "knows stuff"- we need more than that. We need students that think. So it's not just about reading NF, we still have to force the thinking. • Use reading strategies to understand text structure for non-fiction • Use the library to access both fiction and nonfiction • Self-monitor book selections 	<ul style="list-style-type: none"> • Encourage informational text reading during independent reading • Transfer information strategy instruction into other content instruction -- cross curricular connections • Find literature / informational text that connects to content • Increase the offerings of non-fiction texts in classroom libraries • Weave nonfiction throughout balanced literacy • Non fiction read alouds • Tie in writing... write book reviews of nf text • Encourage reading for information as also a way to read for pleasure • Show passion and excitement for varied genres • Share own reading and purposes for reading • Stay current with new authors, what's hot in children's literature/young adult • Know the text well for instructional planning -- What is the purpose? What does the text have to offer? • Use multiple sources for reading (articles, books, websites, fliers) 	<ul style="list-style-type: none"> • Weave professional development into meetings • Support our literacy coaches and encouraging the use of coaches • Encourage student reading of varied text • Budget for leveled classroom libraries • Communicate with librarian for new purchases • Communicate expectation to teachers/parents

Shift 2: Close and Careful Reading of Text

Students have rich and rigorous conversations which are dependent on a text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none">• Read and think ☺• Question text• Note in text• Engage in text-based dialogue• Reread text for multiple purposes• Formulate arguments and opinions based on text	<ul style="list-style-type: none">• Create lessons that drive the conversation to deeper levels.• Provide opportunity for modeling rigorous discourse• Encourage friendly but strong debate with actual evidence from text rather than just opinion• Provide multiple text sets at a variety of levels• Use of high level questioning so students will begin to use text to support their stance• Really model close analysis and (Interactive Think Aloud) - extend model into SS and Science• Need to be aware of the level of questions that they are asking (Webb's 3 and 4)• Purposely choose materials based on goal	<ul style="list-style-type: none">• Provide feedback to teachers on effective use of close reading

Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which the instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and apply appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> • Be metacognitive and self-question when reading to allow for careful/purposeful analysis of the text • Interact with teacher when navigating complex text (to limit frustration), yet to allow for problem solving • “Grapple” • Question each other and the teacher • Dig deeper • Persevere 	<ul style="list-style-type: none"> • Provide multiple text sets at a variety of levels • In lieu of many, many texts, focus more deeply on fewer texts. • Provide opportunities for students to “grapple” with text at multiple levels • Design scaffolded questions (use LLI prompting guides as a resource) • Provide texts that are not only complex, but that meet the interests of our students. • Know students well - challenge them within their interests • Recognize the fine line between frustrating students and challenging them - IMPORTANCE of conferring during independent reading • Engage in cross-conversations between grades, to assure that we are building complexity through the grades • Demonstrate awareness of how to use a book for more complex purposes • Provide Shared reading / Read Aloud / Modeling with higher level questions and student conversation (helpful for students who may not be able to read text, but can participate in conversations) 	<ul style="list-style-type: none"> • Emphasize cross-conversations between grades, to assure that we are building complexity through the grades • Provide PD time • Provide Time for vertical conversations • Acquire resources for teachers

Shift 4: Writing from Sources using Evidence

Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none">• Need to realize that argumentative writing is NOT the same as persuasive writing• Cite evidence to defend opinions - model finding facts and relevant evidence• Read and analyze multiple sources• Develop a general understanding of a topic	<ul style="list-style-type: none">• Needs to model in written form• Asks students to provide references ("How do you know?" Where did you find it?")• Use newsela and FLIPSIDES as resources• Teach models that connect between reading and writing• Confer with students to provide feedback and move students forward• Use multiple text sources - important vs. not important evidence (discerning)	<ul style="list-style-type: none">• Provide resources and support PD

Shift 5: Academically Focused Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “evidence,” “claim,” “theory,” “justify”), teachers constantly build students’ ability to access more complex texts across the content areas.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none">• Use previous word knowledge to integrate new vocabulary into schema• Engage in balanced literacy reading opportunities daily• Log newly learned vocab and revisit regularly• Integrate cross curricular writing activities• Demonstrate mastery through oral language• Understand / utilize word analysis	<ul style="list-style-type: none">• Utilize common vocabulary in all content areas and in all assignments/assessments so kids hear them over and over. Exposing through oral language high levels of vocabulary as well• Use vocabulary in oral and written language consistently throughout grade levels (and expectation for students to do so as well)• Build students knowledge of word study analysis• Expose students consistently to new vocab through increasingly complex text• Build repertoire of word attack strategies of increasing complexity	<ul style="list-style-type: none">• Provide PD• Encourage cross curricular articulation of taught vocab• Document cross curricular progression